

Benchmarks

Goal 1: Education & Workforce Training

Louisiana: Vision 2020 2003 Update

Goal 1: To be a Learning Enterprise in which all Louisiana businesses, institutions and citizens are actively engaged in the pursuit of knowledge

Objective 1 – To have every child ready to learn by kindergarten

1.1.1

Percentage of at-risk 4 year olds enrolled in high quality, developmentally appropriate early education classes

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
62%	67%	76%	93%	98%	100%	100%

Baseline Data - 2000-2001

Current Data – 2001-2002

Explanation: This objective measures the level of participation by at-risk children in public four-year old education programs.

Rationale: Child development and emerging brain development research have provided evidence that high-quality, developmentally appropriate, early education has a powerful and beneficial impact on at-risk children. Sound early learning experience reduces or eliminates much costlier remediation programs, increases the high school completion rate, decreases teen pregnancy, incarceration, and welfare rates, and leads to higher paying jobs. Discrepancies in access to such early childhood education between low-income children and their more affluent peers exist across the nation. With the disproportionately high numbers of impoverished children in Louisiana, this initiative poses exceptional benefits for the children served by the program and the State of Louisiana.

Target: That 100% of at-risk four-year olds be enrolled in high-quality, developmentally appropriate early education programs by 2013 and 100% by 2018. Professional judgment used.

Data Source: Louisiana Department of Education: Office of School and Student Performance – Elementary Standards Pre-K-4.

1.1.2

Percentage of licensed childcare centers that are nationally accredited

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
3.4%	3.4%	3.4%	5%	7%	8.5%	10%

Baseline Data – 2002

Current Data - 2002

Explanation: To increase the availability of high quality childcare opportunities for young children.

Rationale: With a growing number of children living in households with working parent(s) childcare is a necessity for many families. The purpose of the National Association for the Education of Young Children (NAEYC) accreditation is to improve the quality of care and education provided for young children thereby increasing early learning potential and ensuring that children enter school better prepared.

Target: In February 2003, there were 1,940 childcare centers licensed by the state in Louisiana (1,533 Class A & 407 Class B). The target is that by 2023, 10% of licensed childcare centers will be nationally accredited.

Data Source: National Association for the Education of Young Children

Objective 1.2: To improve the reading and math skills of every student by high school graduation

1.2.1

Percentage of Louisiana schools that meet or exceed their biannual School Performance Growth Targets as part of the State's K-12 accountability system or achieve the state's 20 year goals

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
69%	69%	69%	86%	94%	98%	98%

Baseline Data - 1999

Current Data – 2001

Explanation: Beginning summer 1999, every elementary and middle school in Louisiana received a baseline School Performance Score (high schools will received their baseline scores during summer 2001). Each school is expected to meet an established Growth Target every two years as part of its journey toward meeting set 10 and 20-year goals. Rewards and consequences are provided based upon each school's growth and academic performance.

Rationale: The state's nationally recognized Student, School, and District Accountability Program is the most significant driver of school improvement efforts in Louisiana. The program focuses on growth toward established goals, thus collecting information on how well schools are meeting their established Growth Targets every two years is essential.

Target: The State Board of Elementary and Secondary Education (BESE) has adopted 10 and 20-year goals for the K-12 education system, focused on four indicators: student achievement on State LEAP 21 tests; student achievement on the national Iowa Tests; student attendance; and the dropout rate. Each school's performance scores and growth targets, driven by these indicators, will ultimately move the state toward achieving our educational goals.

Data Source: Louisiana Department of Education: Office of Student and School Performance

1.2.2

Percentage of 3rd graders who read at or above the 3rd grade level at the end of the year based on the statewide reading assessment

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
70%	76%	80%	90%	98%	100%	100%

Baseline Data - 1998-1999

Current Data – 2001-2002

Explanation: This benchmark measures the effectiveness of basic literacy instruction, specifically in reading, in kindergarten, first, second, and third grade in Louisiana's public schools.

Rationale: Countless studies have shown the negative impacts both socially and academically on children who are unable to read by the end of the third grade. Louisiana has invested significant resources since 1997 on K-3 reading programs. It is important to benchmark the progress of these efforts early in the process. If our students are not adequately prepared during the early grades, particularly with respect to literacy, it becomes increasingly difficult for students to read at the appropriate grade level. It is imperative that Louisiana continue to focus on K-3 reading programs and that the programs' effectiveness be measured and benchmarked throughout the process.

Target: By 2013, 98% of all third grade students will be reading on grade level at the end of the third grade based on the statewide reading assessment. This percentage increases to 100% by 2018. Professional judgment used.

Data Source: Louisiana Department of Education: Office of Student and School Performance

1.2.3

Percentage of 4th graders proficient in reading and math

Baseline Data		Current Data	Targets				
			2003	2008	2013	2018	2023
LEAP							
Math	42%	50%	55%	70%	85%	95%	95%
English	55%	57%	60%	70%	85%	95%	95%
Science	NA	51%	55%	70%	85%	95%	95%
Social Studies	NA	55%	60%	70%	85%	95%	95%
NAEP							
Reading	17%	22%	29%	35%	40%	45%	50%
Math	8%	15%	22%	30%	35%	40%	45%

Baseline Data –LEAP – 1999, NAEP Reading – 1996, NAEP Math 1994

Current Data – LEAP – 2002, NAEP Reading – 1998, NAEP Math 2000

Explanation: This benchmark measures reading and mathematics achievement in the 4th grade using data from the Louisiana Educational Assessment Program for the 21st Century (LEAP 21) and National Assessment of Educational Progress (*NAEP: The Nation's Report Card*). It measures the percentage of 4th graders reading at or above “Basic” on LEAP and “Proficient” on NAEP

The LEAP is a criterion-referenced measurement of how well Louisiana's schools are performing based on Louisiana's content standards. LEAP 21 is an assessment program that began in Louisiana in 1999 for math and English/language arts and in 2000 for science and social studies. The NAEP is a nationally used test of student academic achievement in basic subject areas, especially reading and mathematics. The NAEP is a norm-referenced test noted for its rigor and categorization of student achievement levels.

It should be noted that the “Proficient” standard for NAEP and the “Basic” on the LEAP are not equivalent. The “Proficient” standard on NAEP represents a higher category on the index of scores than does “Basic” on LEAP. It should also be noted that Louisiana's definition of “Basic” is substantially more rigorous than the equivalent on the NAEP index. The NAEP label of “Proficient” is used here because that NAEP benchmark is being tracked for 13 southern states by the Southern Growth Policies Board in its Southern Innovation Index, allowing easy comparisons between Louisiana and other Southern States.

It should also be noted that at this time (Spring 2003), 4th and 8th grade students must score “Approaching Basic” (not “Basic”) to move to the next grade; however, BESE may change the standard for moving ahead to “Basic” in the future. Department of Education studies show that a “Basic” score on the LEAP test indicates above average skills.

Rationale: By benchmarking the performance of Louisiana's schools with a criterion-referenced assessment, a clear picture of how students' abilities measure against the State's own content standards can be developed. This performance can then be compared to Louisiana's students' performance on norm-referenced tests such as the Iowa Test of Basic Skills. Just as many of the benchmarks listed above, this benchmark measures the results of education in Louisiana. The use of NAEP results provides a reference to highly creditable, valid, and reliable national test data. NAEP tests are also designed to provide reliable data on student academic achievement growth over time. Such data allows for state-by-state, regional, and national comparisons of student academic achievement, across time, and within critically important academic areas.

Fourth grade LEAP and NAEP test data provides policy makers, teachers, and administrators with information about the two most critical academic foundation areas, reading and math, during the early stages of student education in Louisiana. This information permits more effective action to either build on that foundation or provide immediate intervention to remedy problems.

Target: Professional judgment used.

Data Source: Louisiana Department of Education: Office of Student and School Performance

1.2.4

Percentage of 8th graders proficient in reading and math

Baseline Data		Current Data	Targets				
			2003	2008	2013	2018	2023
LEAP							
Math	38%	41%	50%	68%	85%	95%	95%
English	43%	48%	55%	70%	85%	95%	95%
Science	NA	48%	55%	70%	85%	95%	95%
Social Studies	NA	54%	60%	70%	85%	95%	95%
NAEP							
Reading	19%	19%	23%	30%	35%	40%	45%
Math	17%	13%	19%	27%	32%	37%	42%

Baseline Data –LEAP – 1999, NAEP Reading – 1996, NAEP Math 1994

Current Data – LEAP – 2002, NAEP Reading – 1998, NAEP Math 2000

Explanation: This benchmark measures reading and mathematics achievement in the 8th grade using data from the Louisiana Educational Assessment Program for the 21st Century (LEAP 21) and National Assessment of Educational Progress (*NAEP: The Nation's Report Card*). It measures the percentage of 8th graders reading at or above “Basic” on LEAP and “Proficient” on NAEP

The LEAP is a criterion-referenced measurement of how well Louisiana's schools are performing based on Louisiana's content standards. LEAP 21 is an assessment program that began in Louisiana in 1999 for math and English/language arts and in 2000 for science and social studies. The NAEP is a nationally used test of student academic achievement in basic subject areas, especially reading and mathematics. The NAEP is a norm-referenced test noted for its rigor and categorization of student achievement levels.

It should be noted that the “Proficient” standard for NAEP and the “Basic” on the LEAP are not equivalent. The “Proficient” standard on NAEP represents a higher category on the index of scores than does “Basic” on LEAP. It should also be noted that Louisiana's definition of “Basic” is substantially more rigorous than the equivalent on the NAEP index. The NAEP label of “Proficient” is used here because that NAEP benchmark is being tracked for 13 southern states by the Southern Growth Policies Board in its Southern Innovation Index, allowing easy comparisons between Louisiana and other Southern States.

It should also be noted that at this time (Spring 2003), 4th and 8th grade students must score “Approaching Basic” (not “Basic”) to move to the next grade; however, BESE may change the standard for moving ahead to “Basic” in the future. Department of Education studies show that a “Basic” score on the LEAP test indicates above average skills.

Rationale: By benchmarking the performance of Louisiana's schools with a criterion-referenced assessment, a clear picture of how students' abilities measure against the State's own content standards can be developed. This performance can then be compared to Louisiana's students' performance on norm-referenced tests such as the Iowa Test of Basic Skills. Just as many of the benchmarks listed above, this benchmark measures the results of education in Louisiana. The use of NAEP results provides a reference to highly creditable, valid, and reliable national test data. NAEP tests are also designed to provide reliable data on student academic achievement growth over time. Such data allows for state-by-state, regional, and national comparisons of student academic achievement, across time, and within critically important academic areas.

Fourth grade LEAP and NAEP test data provides policy makers, teachers, and administrators with information about the two most critical academic foundation areas, reading and math, during the early stages of student education in Louisiana. This information permits more effective action to either build on that foundation or provide immediate intervention to remedy problems.

Target: Professional judgment used.

Data Source: Louisiana Department of Education: Office of Student and School Performance

1.2.5

Percentage of high school students scoring at or above the "Basic" level on the Graduate Exit Exam (GEE 21) in math, English/language arts, science, and social studies

Baseline Data		Current Data	Targets				
			2003	2008	2013	2018	2023
Math	51%	47%	55%	65%	85%	95%	100%
English	56%	52%	55%	65%	85%	95%	100%
Science	NA	50%	55%	65%	85%	95%	100%
Social Studies	NA	52%	55%	65%	85%	95%	100%

Baseline Data - 2001

Current Data - 2002

Explanation: This is a criteria-referenced measurement of how well Louisiana's schools are performing based on Louisiana's own standards. GEE 21 is an assessment program that began in Louisiana in 2001 for high school math and English/language arts and in 2002 for science and social studies. It is intended to ensure that all students graduating from a public secondary school have the basic knowledge and skills necessary to be functional, successful and productive citizens and workers.

Rationale: By benchmarking the performance of Louisiana's schools with a criteria-referenced assessment, a clear picture of how students' abilities measure against the State's own standards can be developed. This performance can then be compared to Louisiana's students' performance on norm-referenced tests such as the Iowa Test of Basic Skills. Just as many of the benchmarks listed above, this benchmark measures the results of education in Louisiana.

Target: Professional judgment used. Targets set in 2002 after the GEE/LEAP 21 test was initiated in 2001 called for 80 percent of high school students to score above "Basic" by 2003. The dramatic increases targeted in *Action Plan 2002* have not occurred, and in fact the percentages scoring above basic actually declined in 2002, making it necessary to revise targets downward in order to remain realistic.

Data Source: Louisiana Department of Education: Office of Student and School Performance – Division of Student Standards and Assessments

1.2.6

Percentage of students who have completed at least one year of algebra by the end of the 10th grade

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
Data will be available in the fall 2003						

Baseline Data -
Current Data -

Explanation: This benchmark measures completion of a key mathematics course essential to the kind of quantitative literacy required in contemporary and future workforces. Baseline data for this benchmark are not available, as of the Spring 2003; however, they are expected to be available by the Fall 2003 when a new database is expected to be online. Since the Council believes this is an important benchmark, it is being included and baseline data will be gathered and targets set as soon as the data are available.

Rationale: In a knowledge-based, global economy, high levels of quantitative literacy are required. People must be able to express themselves and receive information using mathematics. Basic algebra is the foundation upon which sophisticated, advanced mathematics is built. Access to and success in algebra can provide remarkable educational and employment opportunities. Research shows that successful completion of algebra I is a “gateway” course that serves as a reliable predictor of student success in postsecondary education in much the same way that third grade reading levels serve as a predictor of success in high school. Lack of access to algebra can serve as a barrier to postsecondary opportunities. This objective is designed to ensure that all students will have access to, be enrolled in, and master the basic dimensions of algebra by the end of the 10th grade of high school.

Target: Baseline data for this benchmark are expected to be available in the fall 2003, at which time targets will be set.

Data Source: Louisiana Department of Education. Office of Student and School Performance – Division of Student Standards and Assessments

1.2.7

Louisiana’s average ACT score as a percentage of the national ACT average

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
92%	94%	95%	98%	101%	105%	107%

Baseline Date - 1997
Current Data - 2002

Explanation: This benchmark measures the effectiveness of Louisiana's K-12 education system in preparing our students to enter college. In 2002, Louisiana's average score was 19.6, compared to 20.8 for the nation as a whole. Louisiana's score is 94% of the national score. It is important to note that Louisiana has a greater percentage of its student population taking the ACT than does most states—consequently a smaller percentage of test-takers matriculate into a postsecondary institution skewing downward Louisiana's average score.

Rationale: This is another indicator of the results of education in Louisiana and the performance of Louisiana's schools.

Target: To have the Louisiana average ACT score at least the national average by 2013.

Data Source: American College Testing scores; Louisiana Department of Education: Office of Management and Finance – Division of Planning, Analysis and Information Resources.

1.2.8

Percentage of first-time college freshmen taking (noncredit) developmental or remedial courses

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
45%	32%	33%	21%	14%	7%	0%

Baseline Data - 1997

Current Data - 2001

Explanation: As one measure of college-readiness, this indicator provides information on the extent to which first-time freshmen are prepared for college-level courses. A total of 20,787 recent Louisiana public and nonpublic high school graduates became first-time college freshmen in Fall 2001. Thirty-six percent (36% or 7,390) of these first-time freshmen enrolled in at least one developmental or remedial course offered at a Louisiana institution of higher education.

Rationale: Success in colleges is highly related to the level of preparation students have in secondary schools. Students with appropriate knowledge and skill development can enroll and successfully matriculate through higher education. However, some students graduate from high school and seek admission to higher educational institutions without the knowledge or skill levels necessary for success in basic and advanced academic study. Although higher education programs frequently offer developmental or remedial courses to remedy academic deficiencies, such courses are costly and not consistent with the mission of higher education at four-year institutions: advanced study at the highest intellectual and educational levels. This indicator measures how effectively public and nonpublic secondary schools are preparing their graduates for higher education.

Target: That no graduates of Louisiana's public and nonpublic schools will need developmental or remedial courses upon entry to any Louisiana institution of higher education. When the target is reached, the indicator percentage will equal 0%.

Data Source: Louisiana Department of Education: Office of Management and Finance – Division of Planning and Analysis

Objective 1.3: To have a highly qualified teacher in every classroom

1.3.1

Percentage of highly qualified teachers in the classroom: Highly qualified based on BESE standards and certified teachers in the classroom

Baseline Data		Current Data	Targets				
			2003	2008	2013	2018	2023
Highly Qualified Based on BESE Standards	NA	NA	NA	100%	100%	100%	100%
Certified Teachers in the Classroom	86%	84%	86%	95%	98%	100%	100%

Baseline Data - 1999
Current Data - 2001-2002

Explanation: The single most important factor in a student's academic success is the quality of instruction the student receives in the classroom. Studies in Texas and Tennessee have shown that students with access to effective teachers score up to 50 points better on standardized tests than students without high quality teachers. This benchmark also shows how effectively Louisiana is meeting federal mandates of the No Child Left Behind (NCLB) Act, which requires "highly qualified" teachers.

Rationale: With studies showing that the single most important factor in a student's academic success is the quality of instruction the student receives in the classroom, it is critical for Louisiana to focus on teacher quality. Additionally, under NCLB, states must meet federal guidelines concerning their teachers' academic credentials, and risk loss of federal funding if guidelines are not met. These new credentialing requirements focus greater attention of the teacher's subject matter academic preparation. This benchmark will track efforts, actions, and improvements in credentialing of teachers and their placement in Louisiana's schools.

Target: That all teachers meet specified requirements of NCLB, which are the "highly qualified" standards set by the state Board of Elementary and Secondary Education, by the 2005-2006 school year.

Data Source: Louisiana Department of Education: Office of Quality Educators – Division of Certification and Higher Education

1.3.2

Percentage of teachers with major or minor in assigned field, grades 9-12 in math and science

Baseline Data		Current Data	Targets				
			2003	2008	2013	2018	2023
Math	67%	67%	74%	83%	90%	97%	100%
Science	70%	70%	76%	83%	90%	97%	100%

Baseline Data - 1999

Current Data - 1999

Explanation: Research has shown that teachers who are rich in content knowledge have students who perform better in all academic measures. This benchmark measures the percentage of math and science teachers with substantial training in their fields who are teaching in our schools. It also measures how effectively Louisiana is meeting federal mandates within provisions of the NCLB, which requires “highly qualified” teachers.

Rationale: With research that has shown that having teachers who are rich in content knowledge leads to students who perform better academically and the importance of science and math education for today’s economy, tracking the percentage of math and science teachers who have a major or minor in their assigned teaching field is important. In addition, the federal “No Child Left Behind” (NCLB) legislation requires states receiving federal funding to ensure that all teachers meet federal guidelines concerning their academic credentials. These new credentialing requirements focus greater attention on the teacher’s subject matter academic preparation. This benchmark will track efforts, actions, and improvements in credentialing of secondary mathematics and science teachers in Louisiana’s public schools.

Target: That the percentage of teachers with major and minors in assigned fields, grades 9-12, in math and science will be 100% by the 2005-2006, as required by NCLB.

Data Source: Louisiana Department of Education: Office of Quality Educators – Division of Certification and Higher Education

1.3.3

The average Louisiana teacher salary for K-12 and higher education

Baseline Data		Current Data	Targets				
			2003	2008	2013	2018	2023
K-12 (Rank)	47	45	40	34	27	20	18
Postsecondary Education (% of national)	82%	81%	89%	96%	103%	110%	

Baseline Data - K-12 – 1997; Postsecondary – 1997-98

Current Data – K-12 – 2002; Postsecondary – 1998-99

Explanation: For K-12, this benchmark measures the average teacher salary in Louisiana against the average teacher salary in the United States, shown as rank among the states (45th in 2002, up from 47th in 1997).

For postsecondary education, the data used are the weighted average salaries and salary rankings of full-time faculty at four year public institutions (1997-98) collected by the Southern Regional Education Board (SREB). Louisiana salaries for all types of full-time faculty members (full, associate, and assistant professors and instructors together) are 82 percent of the national average. Information on national rank is not available. Comparing Louisiana to other SREB states, Louisiana salaries are 88 percent of the SREB average, and Louisiana ranks 15th (of the 15 SREB states).

Rationale: The key to building a world-class educational system is attracting and retaining high quality, motivated teachers. Substantially raising teacher pay is not a short-term improvement tool. Education in Louisiana must be transformed into a career of choice for talented adults. An important factor in making education the career of choice is the average teacher salary. Louisiana should continue increasing salary at a rate that is competitive with other southern states and the nation as a whole in teacher salaries, committing to attract our best and brightest into education.

Target: That Louisiana will be at national rank of 20 in teacher salaries by 2018.

Data Source: For K-12, Louisiana Education Estimating Conference. For higher education, the Southern Regional Education Board (SREB), 1997-98 data (Table 22).

Objective 1.4: To have student completion rates approaching 100 percent for Pre-K-12 and postsecondary education

1.4.1

Percentage of students in grades 9-12 who drop out annually

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
8.6%	7.8%	7.0%	6.5%	4.0%	3.0%	2.5%

Baseline Data - 1999-2000

Current Data – 2000-2001

Explanation: This objective measures the percent of students who leave high school each year without completing a high school program.

Data

NCES data show that in 1998-99, Louisiana's dropout rate was 10.0 percent, the highest of the 37 states reporting. The rate dropped to 9.2 percent in 1999-00. Louisiana calculates this same rate using a different denominator (same number of dropouts, but the total count – the denominator – the Louisiana Dept. of Education uses includes summer dropouts not included in the federal statistics) 9-12 dropout rate for the 2000-2001 school year was 7.8% or 16,361 students, which is lower than the previous year's rate of 8.6% or 18,999 students.

Rationale: A high school diploma is a basic academic credential. Students with this credential can offer evidence of a certain level of educational attainment worthy of consideration for admission to higher

education or for employment. Dropping out of school signals a reluctance to persist and/or an inability to meet education requirements generally seen as necessary for entry into and success in the workforce. This benchmark measures to some extent the collective effort of parents and schools to communicate this message and to prevent students from leaving without this critically important credential.

Target: That in 2023, the annual drop-out rate in high schools will be down to 2.5%, which is less than the historic national rate of around 5%.

Data Source: The National Center for Educational Statistics, *Public High School Dropouts and Completers from the Common Core of Data: School Years 1998-99 and 1999-2000* (August 2002) and the Louisiana Department of Education: Office of Management and Finance – Division of Planning and Analysis

1.4.2

Percentage of 9th graders remaining in school through high school graduation

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
61.5%	62.6%	65%	70%	75%	80%	86%

Baseline Data 1998-1999

Current Data – 1999-2000

Explanation: This benchmark measures the percentage of students who persist and complete high school and earn a regular or other diploma, certificate of achievement, or high school equivalency diploma.

In August of 2002, the National Center for Educational Statistics released for the first time a high school four-year completion rate. The rate incorporates four years' worth of data and thus, is an estimated cohort rate. This rate includes those individuals who are diploma recipients, as well as those who receive a certificate of attendance or some other credential in lieu of a diploma. This rate **does not** include those who receive a General Education Development (GED) certificate as a type of high school equivalency certificate.

The exclusion of GED's in NCES's 4-year completion rate, underestimates actual completion rates for many states. For example, in 2000-2001 the State of Louisiana had over 2,437 students who received their GEDs, yet who are NOT included as "graduates" in this Completer's calculation.

Data: By NCES definition (no GEDs included), Louisiana's 4-year completion rate was approximated to be 61.5% in 1998-1999 and, 62.6% in 1999-2000. There are very small discrepancies between NCES generated rates and the rates generated by the Department of Education Staff, which yielded a 1999-2000 rate closer to 64% rather than 62.6%.

The 2000-2001 completion estimation, which is a projection calculated by Department staff following NCES calculation protocol, yielded a 4-year completion rate of approximately 65%. A modification of the NCES Completion Rate (to include GED recipients) increases Louisiana's projected 2000-2001 completion rate to 69% as opposed to 65%.

Rationale: A high school diploma is a basic academic credential. Students with this credential can offer evidence of a certain level of educational attainment worthy of consideration for admission to higher

education or for employment. Completing school with a diploma signals persistence and the ability to meet education requirements generally seen as necessary for further education or entry into the workforce. This benchmark measures the collective effort of parents and schools to communicate the importance of a formal education and of the importance of this important academic credential among students.

Target: That Louisiana's NCES 4-year high school completion rate will be among the highest of 1999-2000 completion rates for the 33 states now reporting this data. Targets are based on a 1.4 percent annual growth rate. The 2023 target calls for Louisiana's completion rate to equal the rate that one fifth of reporting states already meet today.

Data Source: The National Center for Educational Statistics, *Public High School Dropouts and Completers from the Common Core of Data: School Years 1998-99 and 1999-2000* (August 2002) and the Louisiana Department of Education: Office of Management and Finance – Division of Planning and Analysis

1.4.3

First-time, full-time students completing a bachelor's degree within six years

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
30%	33%	34%	40%	45%	50%	55%

Baseline Data - 2000

Current Data - 2001

Explanation: This benchmark measures the percentage of students who begin college and complete a bachelor's degree within six years.

Rationale: Many of today's higher paying jobs require a bachelor's degree.

Target: To improve the graduation rate annually to meet the national average by 2018.

Data Source: Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey

Objective 1.5: To raise minority achievement levels to close the achievement gap between minorities and whites at all levels of education

1.5.1

LEAP scores by race: Average minority score as a percentage of white score and average free lunch score as a percentage of paying score

Baseline Data		Current Data	Targets				
			2003	2008	2013	2018	2023
Average Minority Score as a Percentage of White Score							
4 th grade ELA	87%	87%	89%	95%	100%	100%	100%
4 th grade math	85%	88%	90%	96%	100%	100%	100%
8 th grade ELA	87%	88%	90%	96%	100%	100%	100%
8 th grade math	86%	88%	90%	96%	100%	100%	100%
Average Free Lunch Score as a Percentage of Paying Score							
4 th grade ELA	88%	88%	90%	96%	100%	100%	100%
4 th grade math	87%	90%	92%	98%	100%	100%	100%
8 th grade ELA	90%	91%	93%	98%	100%	100%	100%
8 th grade math	89%	92%	94%	98%	100%	100%	100%

Baseline Data - 1999
Current Data - 2002

ELA – English/language arts

Explanation: This objective measures effectiveness in reducing disparities in student achievement among various racial, economic, and other special populations in Louisiana's public schools, as shown by LEAP test scores for English/language arts and math for 4th and 8th graders.

Rationale: Disaggregation of student achievement data reveals sharp differences in achievement levels between Louisiana's racial and socio-economic student subpopulations. Actions must be taken to improve teaching and learning processes to eliminate the achievement differences between these groups. By doing so, Louisiana will ensure its public schools are providing a foundation of knowledge to all citizens that can result in high-quality economic opportunities

Target: That the percentage difference in academic achievement among racial and socio-economic groups will be eliminated by 2013.

Data Source: Louisiana Department of Education: Office of Student and School Performance – Division of Student Standards and Assessment

Objective 1.6: To increase student achievement and the number of students completing courses in the following fields: science, engineering, information technology, & entrepreneurship

1.6.1 (formerly 2.12.1)

Science & engineering bachelor degrees awarded per million people as a percentage of the national average

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
93%	110%	97%	100%	105%	110%	112%

Baseline Data –1994-95

Current Data – 1997-98

Explanation: This benchmark measures the number of science and engineering bachelor degrees awarded by Louisiana universities per million residents and compares it to the national average.

Rationale: The state must be concerned with the production of technologists (i.e., science & engineering graduates) if it wants to grow, retain, and attract technology-based companies. These companies must have trained workers.

Target: To reach the national average by 2008 and continue improving thereafter.

Data Source: State Science and Technology Indicators: Second Edition, October 2001 (Percent of Bachelor's Degrees Granted in Science and Engineering: 1997-98, Number of S&E Degrees Granted) and U.S. Census (Population in Millions)

1.6.2

Percentage of civilian workforce with a recent bachelor's degree in science or engineering

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
0.66%	0.7%	0.79%	0.91%	1.06%	1.23%	1.42%

Baseline Data -1997

Current Data – 1999

Explanation: The data on the number of recent science & engineering bachelor degree holders by state was provided by the National Science Foundation, which provided the information from its SESTAT database. A special tabulation of this data was required because data on recent graduates is not normally published. Data on the size of the civilian labor force was obtained from the U.S. Department of Labor, Bureau of Labor Statistics. The percentage of the civilian labor force with a recent degree in science or engineering was calculated by dividing the number of S&E bachelor degrees by the civilian labor force. The special NSF data run was done for and this calculation was prepared by the Office of Technology Policy for the publication *The Dynamics of Technology-based Economic Development: State*

Science and Technology Indicators. The June 2001 used for the update was the second edition of this publication. The 1997 baseline data are from the first edition, which was published in June 2000.

Rationale: As economic growth continues to rely heavily on information systems, research and development and technological infrastructure advancements, our workforce will continue to become more diverse. The students earning a bachelor's degree in S&E is more likely to be the technical workers of the future.

Target: Professional judgment used, with the goal of reaching the U.S. average by 2023.

Data Source: Office of Technology Policy. *The Dynamics of Technology-based Economic Development: State Science and Technology Indicators*, June 2000 and June 2001

1.6.3

Number of students completing courses in science, engineering, information technology, and entrepreneurship

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
To be added as data become available later in 2003						

Baseline Data -
Current Data -

Explanation: Data are not yet available for this benchmark, which will track the number of students in high schools and postsecondary institutions completing courses in science, engineering, information technology, and entrepreneurship.

Rationale: Science and engineering education is critical to today's businesses, as are courses in all aspects of information technology. Because entrepreneurial companies create the vast majority of new jobs nationwide, it is important for Louisiana to encourage entrepreneurs by providing entrepreneurial education and training beginning at an early age – to introduce the concept that starting a company is an alternative for employment.

Target: To be set after baseline data are available.

Data Source: Louisiana Department of Education for high school data.

Objective 1.7: To fully integrate information technology into education

1.7.1

Ratio of students per computer

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
88	6	5	3	2	1	1

Baseline Data -1997
Current Data – 2002

Explanation: This benchmark measures progress in building a computer and information technology infrastructure in schools to improve teaching and learning. Computers counted in this benchmark are high-end computers, which are required in classrooms to allow students to utilize current software and to allow access to distance learning opportunities.

Rationale: For students to become technologically literate, computers must be readily available in schools for teaching and learning. This benchmark is a basic measure of how well Louisiana is progressing in the placement of high-end computers in public schools and providing the computers needed by teachers and students for access to the Internet.

Target: With computers becoming ever more common, less expensive, and a necessary part of life, computers will be a key part of every student's education. The target is that the student to high-end computer ratio in Louisiana public schools will be 2:1 by 2013 and 1:1 by 2018.

Data Source: Louisiana Department of Education: Office of Quality Educators – Center for Educational Technology.

1.7.2 (2.4.5 from Action Plan 2002)

Percentage of Louisiana schools and classrooms connected by the equivalent of a T-1 connection or better

Baseline Data		Current Data	Targets				
			2003	2008	2013	2018	2023
Schools	72%	94%	100%	100%	100%	100%	100%
Classrooms	55%	84%	88%	95%	100%	100%	100%

Baseline Data - 1999-2000
Current Data - 2001-2002

Explanation: This benchmark measures the percentage of public schools and classrooms connected to the Internet by the equivalent of a T-1 connection or better.

Rationale: To be a Top-Ten State, Louisiana must be teaching its children in facilities that offer state-of-the-art classroom technology, beginning with computers, but also including broadband connectivity into classrooms, and ultimately students' desktops.

Target: That all schools will be connected via a T-1 level connection – or its equivalent – by 2003 and 95% of classrooms will have T-1 or better connections by 2008.

Data Source: Louisiana Department of Education: Office of Quality Educators – Center for Educational Technology

1.7.3 (2.4.3 from Action Plan 2002)

Percentage of the 7 public research universities and all other public colleges & universities connected to the research network – Internet2

Baseline Data		Current Data	Targets				
			2003	2008	2013	2018	2023
7 Public Universities	43%	100%	100%	100%	100%	100%	100%
All Other Public Colleges and Universities	>5%	5%	25%	100%	100%	100%	100%

Baseline Data -2001
Current Data - 2002

Explanation: This benchmark measures the percentage of the 7 public research universities and the percentage of other colleges and universities, including the community and technical colleges, connected to the Internet2 network.

All seven public research universities are now connected to Internet2. There are also three points of presence in Ag Extension offices around the state.

The 2003 goal includes expansion of LEARNET through establishing additional points of presence at the LSU Agricultural Center's extension offices around the state and at one K-12 site.

Rationale: It is critical that Louisiana's public research universities and other public colleges and universities be connected to Internet2 to guarantee that they will have the capacity they require to transfer large amounts of data in order to attract and retain top quality research and teaching faculty and graduate students. The Louisiana Education and Research Network (LEARNET) has been launched to allow all public institutions (K-16) access to Internet2 resources. A K-16 effort will be made to extend LEARNET resources to the K-12 environment, libraries, and museums in a direct effort to make Louisiana a Learning Enterprise.

Target: Professional judgment used.

Data Source: Louisiana Board of Regents

Objective 1.8: To have a competitive, well-integrated system of postsecondary education whose institutions have economic development as a component of their core missions

1.8.1

Percentage of colleges and universities referencing economic development in their mission statements

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
52%	75%	100%	100%	100%	100%	100%

Baseline Data - 1994

Current Data - 2001

Explanation: Colleges and universities across the country are playing an important role in regional economic development. Activities by universities that are the most active participants in economic development include industry research partnerships, industry education & training partnerships, career services and placement, industrial extension providing technical assistance, entrepreneurial development, and technology transfer.

Rationale: Companies today must continue to innovate and develop new technologies (products or processes) to remain competitive. In the knowledge economy, educational institutions are important for their roles in education and training of employees, providing technical assistance to companies, and technology development. Clearly, today postsecondary education institutions must be partners in Louisiana's growth. Louisiana's colleges and universities must embrace economic development as part of their public service missions and actively seek ways to assist with regional economic development.

Target: That all Louisiana postsecondary education institutions reference economic development in their mission statements by 2003.

Data Source: Master Plan for Public Postsecondary Education

1.8.2

Number of students in community colleges transferring to a 4-year college or university

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
16%	18%	20%	30%	40%	50%	55%

Baseline Data - 2000

Current Data - 2001

Explanation: Community colleges play an important role in postsecondary education. It is important that students at every level and at every age have options for lifelong learning that include community college courses. Success at the community college level may lead students not originally planning to attend a 4-year institution to continue with their education.

Many under-prepared students currently enroll in baccalaureate degree-granting institutions, resulting in resource demands for developmental education and related services, a higher drop out rate, a loss of investment, and less than acceptable completion rates. Key to enhancing student retention is a better student-to-institution match.

Rationale: The postsecondary education community recognizes that to become more effective, the delivery system for providing services more focused. Establishing an appropriate breadth and level of program offering, as well as a suitably prepared student body consistent with institutional character, is also necessary.

Target: Professional judgment used.

Data Source: Board of Regents

1.8.3

Number of students in high school participating in dual enrollment at a community or technical college

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
3,407	3,474	3,800	5,000	10,000	20,000	25,000

Baseline Date - 2001

Current Data - 2002

Explanation: Having the most academically prepared students entering postsecondary education after high school graduation results in higher retention and academic success. Through a variety of technologies, institutions have made courses and programs more accessible to Louisiana's citizens.

Rationale: Increased access translates directly into educational and economic gains both for students and for the businesses that employ them.

Target: Professional judgment used.

Data Source: SSPS Load and the Joint (DOE & BOR) on Secondary and Postsecondary Articulation Report

1.8.4

Percentage of 18-24 year olds enrolling in colleges

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
32%	32%	32%	32.5%	33%	35%	36%

Baseline Data – Average annual for 1996-1998

Current Data – Average annual for 1998-2000

Explanation: This benchmark measures the level of enrollment of 18-24 year olds in institutions eligible for Title 4 – which includes most accredited institutions offering an Associate degree or higher. The data are taken from the U.S. Census Bureau's Current Population Survey, and since survey data are used, the percentage reported is the average annual percentage over a three-year period.

Louisiana's rate remained stable at 32 percent, while the U.S. average declined slightly from 33.6 percent in the 1996-98 time period to 33.2 percent for the 1998-2000 time period. Still, Louisiana's percentage enrolling in colleges was substantially below the best states with rates above 40%, such as Connecticut, Hawaii, Maryland, and New Jersey.

Rationale: Many of today's jobs require a postsecondary degree. Louisiana must encourage students to continue their education after high school to ensure that they receive the education and training they need for today's jobs. The public postsecondary education system must attract and make its services available to a growing number of Louisiana's citizens, including high school graduates, non-graduates, and working adults.

Target: The target is to increase enrollment slightly over the next 20 years and place students in appropriate postsecondary institutions to increase retention.

Data Source: National Center for Public Policy and Higher Education. *Measuring Up 2000*, (<http://measuringup.highereducation.org>)

Objective 1.9: To make workforce education and technical training programs widely available at the secondary and postsecondary levels

1.9.1

Percentage of residents who have received an Associate degree

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
3.5%	3.5%	5%	10%	12%	14%	14%

Baseline Data - 2000

Current Data - 2000

Explanation: This benchmark measures the percentage of Louisiana residents who have completed a two-year Associate degree at public, degree granting institutions. In the next decade, most of the new jobs created in Louisiana will require a level of postsecondary education or training not currently possessed by enough of the State's citizens.

A similar benchmark, "associate degrees granted as a percent of the 18-24 year old population (1997-98) shows that only 1.01% of Louisiana's 18 to 24 year olds held an associates degree, ranking Louisiana 50th among the 50 states.

Rationale: As the job skills required for employment in the 21st Century continue to become more complex, the type of education provided by our community colleges is increasingly more important in providing a trained workforce for Louisiana.

In 1998, estimates are that Louisiana has a low percentage of graduates from these types of institutions as compared to other states. Technical training and community college training must be flexible and job-specific. This benchmark will be one of the most critical indicators that measure Louisiana's ability to compete in a global economy.

Target: Professional judgment used

Data Source: U.S. Department of Commerce, U.S. Census Bureau and Board of Regents SSPS Load Report.

1.9.2

Residents earning industry-based certifications

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
9,016	9,077	To be set				

Baseline Data - 2000

Current Data - 2002

Explanation:

Industry-based certifications (IBCs) are a nationally recognized portable credential, related to a career content area. The certifications included in this count include ProStart (restaurant/hospitality), ASE/NATEF (automotive), AWS (welding), HVAC Excellence (heating, ventilation, & air conditioning), Child Development Associate (CDA), First Responder – Secondary, EMT (Basic) – Secondary, Emergency Medical Technician (EMT), A+, MOUS, Certified Internet Webmaster (CIW), and Certified Network Associate (CCNA). Data are gathered by phone from each certifying organization.

Rationale:

Identified IBC's help provide a pool of trained workers for Louisiana

Target: To be set.

Data Source: Louisiana Workforce Commission poll of entities issuing certifications

Objective 1.10: To build a workforce with the education and skills necessary to meet the needs of business in a knowledge-based economy through flexible systems and responsive programs

1.10.1

Percentage of residents over age 18 with a high school degree or GED equivalent

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
76%	79.6%	81%	83%	85%	90%	95%

Baseline Date 1995

Current Data - 2000

Explanation: This is a measure of the high school degree or equivalent educational attainment of all Louisiana citizens over age 18.

Rationale: As technology increases, Louisiana's ability to compete will be based upon a population with a continuously increasing educational attainment level. High school or equivalent completion is a baseline measurement for that continued improvement.

Target: Ninety-five percent by 2018.

Data Source: U.S. Department of Commerce, Bureau of the Census

1.10.2

Percentage of residents who have graduated from a four-year college or university

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
16%	19.7%	18%	21%	24%	26%	27%

Baseline Date - 1993

Current Data - 2000

Explanation: A measurement of the percentage of Louisiana residents who have earned a B.A. or B.S. degree.

Rationale: An educated population is a state's greatest economic development tool. As we move into the 21st Century, it is generally accepted that a larger percentage of available or newly created jobs will require at least a four-year college degree.

Target: The percentage will increase from 16 percent in 1993 to 26 percent in 2013.

Data Source: U.S. Department of Commerce, Bureau of the Census

1.10.3

Residents completing training annually through the Incumbent Worker Training Program and the Workforce Investment Act

Baseline Data		Current Data	Targets				
			2003	2008	2013	2018	2023
Incumbent Worker Training Program	929	10,259	To be set				
Workforce Investment Act (WIA - formerly JTPA)		2,093					

Baseline Data – 1999-2000

Current Data – 2001-2002

IWTP – Incumbent Worker Training Program

WIA – Workforce Investment Act

Explanation:

Training is funded by a variety of sources, with the Incumbent Worker Training Program and Workforce investment Act being two of the main programs and those tracked in this benchmark.

Rationale: Ongoing education and training are critical to Louisiana's. These training funds help provide a pool of trained workers for Louisiana.

Target: To be set.

Data Source: Louisiana Department of Labor

Objective 1.11: To increase workforce participation rates among traditionally underutilized sources of workers (women, minorities, disabled, ex-offenders, immigrants, elderly, etc.)

1.11.1

Percentage of the civilian labor force that is employed (white, black, Hispanic, women)

Baseline Data		Current Data	Targets				
			2003	2008	2013	2018	2023
White	96.5%	96.4%	To be set				
Black	91.2%	88.6%					
Hispanic	NA	91.7%					
Women	94.3%	94.7%					

Baseline Data - 1999

Current Data – 2001

Explanation: This benchmark measures the percentage of the civilian labor force that is employed. This benchmark shows us that almost 8 percent more whites in the labor force are employed than those who are black.

In order to increase the number of workers available, the state should work to increase the percentages of the civilian labor force that are employed, particularly blacks, who have a much lower rate of employment than whites and women.

Another, related piece of information is the percentage of the population that is in the Civilian Labor Force. Bureau of Labor Statistics data for Louisiana show that overall 62.1 percent of the population is in the Civilian Labor Force. 62.6 percent of whites are in the civilian labor force, compared to 60.8 percent of blacks, and 54.3 percent of women. Another way to increase the number of workers available is to increase these percentages, thereby increasing the size of the civilian labor force.

Rationale: With the projected shortage of workers in the coming years, it is important to better use the workers that are in the labor force and increase the number that could enter the civilian labor force.

Target: To be set.

Data Source: U.S. Department of Commerce, Bureau of Labor Statistics , *Employment status of the civilian non-institutional population by sex, age, race, and Hispanic origin, 1999 and 2001* (<http://www.bls.gov/lau/table12full01.pdf>).

1.11.2

Employment rate for individuals living with disabilities

Baseline Data	Current Data	Targets				
		2003	2008	2013	2018	2023
3.90%	3.90%	4.00%	4.20%	4.50%	5.00%	5.50%

Baseline Date - 2002

Current Data – 2002

Explanation: This benchmark measures the percentage of people living with disabilities who are earning a paycheck and paying taxes as part of community-based employment where they interact with members of the community, rather than in a closed-off work environment. At this time, of the 1,400 people the Office for Citizens with Developmental Disabilities is helping through vocational and rehabilitative services, 43 percent are employed in community-based programs.

Rationale: The traditional model of placing people with a developmental disability into factory-like work settings where they do one job and do not interact with others hinders the ability of these people to interact within a community. The OCDD believes it is better for people with a developmental disability to work in an environment where they interact regularly with people who do not have a disability so they can become better accustomed to working outside a sheltered environment.

Target: The office hopes to increase its rate of employment in community-based care by 2 percent each year, until the employment rate reaches 100 percent.

Data Source: Department of Health and Hospitals – Office for Citizens with Developmental Disabilities